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# **An Institutional Strategy for Peer Programs at QUT**

***Enhancing student success and retention***

**Prepared by:**

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# 1. Executive Summary

## Executive Summary

QUT has a range of first year experience (FYE) and retention (FYER) initiatives which focus on improving retention by enhancing the transition of students (Kift, Nelson & Clarke, 2010). The QUT-wide approach to peer programs described in this document forms the final integrated component of the first year experience and retention strategies. Access to peers is critical for learning. When students make connections with other students or more experienced peers their sense of belonging is enhanced and they learn things that cannot be learnt from non-peers. The term 'peer programs' refers to the range of organised peer-to-peer activities and services provided across QUT. This document describes a QUT-wide strategy for enhancing the quality and reach, and promoting participation in peer programs.

The Peer Program Strategy is a response to the Australian Government's focus on widening participation in higher education for low-income and disadvantaged students and has been developed through Higher Education Participation and Performance Program (HEPPP) funding associated with this focus. It has been developed as a collaborative endeavour between the Learning and Teaching Unit, Equity Services and Student Support Services, following the endorsement of a discussion paper which set out the intention to develop a strategy. Feedback and advice on this Strategy has been received from members of the following groups: the First Year Experience and Retention Committee, University Learning and Teaching Committee, First Year Experience Network, and the Peer Mentoring Steering Committee.

The strategy reflects and contributes to the key institutional priorities identified in Blueprint 3<sup>1</sup> including:

- providing an engaged university which makes a real and positive difference to its students; and
- expanding higher education access, particularly among people from low socioeconomic backgrounds and Indigenous communities.

The strategy aims to ensure all students have access to a range of coordinated and intentionally designed peer activities for the duration of their student lifecycle. The strategy will establish a unified identity for peer programs and promote the critical role peers play in promoting student engagement, academic success and professional development for students as participants and leaders.

The strategy does not centralise implementation or replace existing programs. Current resources available to support the continued implementation of the Peer Programs Strategy already exist but are distributed across the university. A key implementation goal is to ensure sustainable resourcing of the strategy should the current source of funding no longer be available.

The strategy includes:

- Providing a framework and infrastructure to support for all existing and new peer to peer activities; including:
  - communication and promotion of peer programs to establish peer to peer participation as an integral part of the QUT student experience
  - provision of a suite of quality-assured training modules for peers
  - access to centrally located staff in SSS and LTU to support growth in programs e.g. 1) a QUT-wide coordination of leader training, and 2) coordinated recruitment of peer leaders for planned programs

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<sup>1</sup> Blueprint for the Future - <http://www.qut.edu.au/about/the-university/blueprint-for-the-future>

- access to resources and infrastructure to assist with designing, implementing and evaluating peer programs
  - a system of recognition and reward for peer leaders; and
  - a community of practice for peer program coordinators and peer leaders to share practices and expertise
- Establishing new learning focused peer programs where there are a large proportion of students from one or more equity groups in a course, or where students from educationally disadvantaged backgrounds may encounter difficulties with threshold skills and concepts.

## 2. The QUT context

In Blueprint 3 (2011), QUT reiterates its commitment to student wellbeing and success, aspiring to: 1) provide welcoming, challenging and collaborative environments and experiences in the classroom and beyond; and 2) provide an environment and student-friendly support services which enable students to have a positive academic experience; and three 3) reducing the commencing undergraduate attrition rate to 14% by 2016. The work associated with these goals is enacted in faculties and divisions and supported centrally through Student Support Services, Equity Services, and the Learning and Teaching Unit.

One strategy for enacting this commitment is through an organised and strategic approach to peer programs, which can be described as organised activities and services where experienced students provide guidance to students who are unfamiliar with the institution's academic, social or administrative environment. This document describes a QUT-wide strategy for enhancing and promoting Peer Programs and attends to these aspirations.

It is widely acknowledged that students prosper when they feel connected to their university and to one another (Coates, 2005; Tinto, 1998). QUT has a range of first year experience (FYE) and retention (FYER) initiatives which focus on improving retention by enhancing the transition of students. Current FYER initiatives include: 1) designing and enacting curriculum that engages students in learning, 2) ensuring timely access to support services including the active monitoring of student engagement and intervening with students who show signs of disengaging (e.g. via Student Success Program), and 3) an enhanced and extended university-wide Orientation and Transition program.

A QUT-wide approach to peer programs forms the final integrated component of the FYER strategy. Enabling students to make connections with more experienced peers promotes a sense of belonging. This strategy acknowledges that peer-to-peer interaction occurs through curricular and co-curricular initiatives which are designed and enacted to enable student-to-student learning. A university-wide strategy for peer programs supports key institutional priorities around widening participation, retention, social inclusion and academic success of students.

The premise underlying the development of this strategy is the notion of 'peer-to-peer' in which experienced peers provide unique opportunities for fostering the academic, social and emotional well being of other students that cannot be achieved through other institutional activities. Students share similar experiences, knowledge, backgrounds and communication styles and are able to connect with the lived experiences of their peers in ways that non-peers (e.g. academic or professional staff) cannot.

Peer-to-peer interactions have been shown to be key indicators for student engagement and retention and underpin positive student experiences in higher education. The transition experience of students from socially, educationally and financially disadvantaged backgrounds can be particularly challenging. These students have greater needs for the knowledge and experience about university culture, processes and practices that can be provided by their peers; and peer strategies are known to be successful in supporting students who have little or no previous exposure to higher education. The knowledge and skills gained through interactions with peers provides insights into institutional and academic expectations and the hidden curriculum in safe, non-threatening, low risk ways that maintain relatively high levels of anonymity and safety for mentored students.

## 3 Peer Programs @QUT

'Peer programs' is a generic term adopted by this strategy to refer to the range of organised peer-to-peer activities and services provided across QUT (Appendix 1). All current programs have a common

characteristic in that more experienced students provide support to other students. Since 2007, all QUT faculties have offered some type of peer-facilitated assistance during the FYE with 17-20% of commencing students participating in these activities. However, the current programs are disparate in function, design, evaluation, peer leader role definition and training and their accessibility to students. While some peer activities and services are university-wide and available to all students (e.g. Connectors, Library Peer Advisers), other programs have been designed to meet the specific needs of an identified group (e.g. Early Childhood Mates, Law Torts Mentors) and are unit, course or cohort specific. Nevertheless, the unifying element in all these initiatives is 'peer-to-peer' and with this, recognition by the champions or sponsors of these programs of the critical role 'peers' perform in the learning process and academic success; i.e. students learn from other students' experiences, knowledge, backgrounds and communication styles in supplementary ways that are not possible to learn from non-peers

## 4. The Peer Program Strategy

### 4.1 An organised QUT-wide approach to peer programs

The Peer Programs Strategy provides the final formal component of the suite of initiatives currently designed to support student engagement, success and retention which include other initiatives such as attention to first year curriculum design and enactment, facilitating timely access to support, QUT-wide orientation and transition programs, and enhancing campus life and social connection. The aim of introducing a QUT-wide Peer Program Strategy is to further enhance students' *'sense of belonging'* and to support these other strategies.

The strategy aims to ensure all students have access to a range of coordinated and intentionally designed peer activities for the duration of their student lifecycle. The strategy will establish a unified identity for peer programs and promote the critical role peers play in promoting student engagement, academic success and professional development for students as participants and leaders.

The strategy includes:

- Providing a framework and infrastructure to support for all existing and new peer to peer activities; including:
  - communication and promotion of peer programs to establish peer to peer participation as an integral part of the QUT student experience
  - provision of a suite of quality-assured training modules for peers
  - access to centrally located staff in SSS and LTU to support growth in programs e.g. 1) a QUT-wide coordination of peer training, and 2) coordinated recruitment of peer leaders for planned programs
  - access to resources and infrastructure to assist with designing, implementing and evaluating peer programs
  - a system of recognition and reward for peer leaders; and
  - a community of practice for peer program coordinators and peer leaders to share practices and expertise
- Establishing new learning focused peer programs where there is a large proportion of students from one or more equity groups in a course, or where students from educationally disadvantaged backgrounds may encounter difficulties with threshold skills and concepts.

The strategy **does not** promote a single approach or model for peer programs nor does it seek to modify existing programs; rather, the strategy ensures the integrity and independence of current programs. Hence, the broad range of current programs and initiatives exist 'as-is' within the framework which also supports the development of new programs where gaps are identified.

The strategy **does not** prescribe or centralise the design or delivery of peer programs; rather it supports the growth of quality-assured and evaluated programs designed to meet the needs of identified cohorts. Particular attention will be given to establishing new peer programs for high risk groups, including equity and discipline cohorts with transitional learning or content knowledge challenges.

A key implementation objective is to ensure sustainable resourcing of the strategy. As the strategy brings together existing programs, current resources available to support the continued implementation already exist; however, are distributed across the university. A key implementation goal is to ensure the sustainable resourcing of the strategy should the current source of HEPPP funding no longer be available.

## **4.2 Peer Leaders @ QUT**

Current QUT peer leadership roles include:

- QUT Connectors – provide support for peers during the Orientation & Transition period;
- Buddies (e.g. MATES, Caboolture PACT mentors);
- Mentors (e.g. MAPs Mentors for Academic Progression) who have an ongoing relationship with mentees;
- Learning facilitators (e.g. Torts A mentors, SI Engineering peer leaders); and,
- Advisers who may have para-professional roles (e.g. Library's Peer Advisers, QBS Student Learning Advisers, IHSS advisers and the Student Success Advisers), or academic "training" roles (e.g. QUTMAC tutors, Business SLAs, IT Duty Tutors and the BEE Learning Advisors).

These experienced students are collectively referred to in this strategy as 'peer leaders', although individual peer programs adopt various names for their leaders and programs. This Strategy will support the various leadership roles by developing, implementing and promoting as appropriate: 1) guidelines for leader roles and responsibilities; 2) baseline training for all peer leaders; 3) professional development opportunities; 4) a culture of student leadership across the university.

## **4.3 Peer leader training**

The Strategy has a central role in training and recruitment of students for leadership roles by providing organisational support for peer leader training across the university. Current training requirements and activities have been mapped to identify commonalities in training needs and programs (Appendix 5). In response, a suite of quality-assured training modules are currently being developed to meet identified training needs and for trial in 2012. This modularised approach to training intends to provide a more consistent, efficient and effective approach to delivery of training for both the leaders and QUT staff. The modules aim to establish common standards and quality assure training ensuring all peer leaders are appropriately trained for the roles and responsibilities required by their particular program. Importantly, the modules acknowledge that training and recruitment cannot and should not be a wholly centralised function and that leaders will also be provided with context specific training. The role of the strategy is to provide support for the generic baseline training necessary for core peer leader roles including: Orientation Connectors, faculty buddies, mentoring, peer learning facilitation and peer advising.

# **5. Development of the Peer Program Strategy**

## **5.1 Background**

The strategy is a response to the Australian Government's focus on widening participation in higher education for low-income and disadvantaged students. Development of the strategy has been enabled through Higher Education Participation and Performance Program (HEPPP) funding associated with this focus.

The success of widening participation strategies will be measured by the recruitment and retention of more students from cohorts that are currently underrepresented in higher education. However, it is known that age and gender as well as educational, social and cultural backgrounds all contribute to preparedness for



higher education study and affect students' capacity to succeed. Students from diverse backgrounds will benefit from the support of experienced peers to assist them make the transition from their previous backgrounds and experiences to students at university.

This strategy acknowledges that previous disadvantage and diversity in students' backgrounds, previous experiences and their relative preparedness for Higher Education are beyond the control of individual students but may exacerbate transitional issues and necessitate programs that actively support their acquisition of knowledge, skills, and attitudes. Typically cohorts from diverse backgrounds may be at risk because of 1) unexpected discipline threshold and learning concepts and/or skills; and 2) particular challenges related to their educational situation e.g. external students or return to study / mature-aged / second chance learners. The strategy aims to support students while they acquire these knowledges and skills by providing peer-to-peer opportunities that promote student engagement and lead to enhanced levels of academic persistence, progression and performance.

## **5.2 Alignment with QUT Blueprint 3**

The strategy reflects and contributes to the key institutional priorities identified in Blueprint 3<sup>2</sup> including: 1) providing an engaged university which makes a real and positive difference to its students; and 2) expanding higher education access, particularly among people from low socioeconomic backgrounds and Indigenous communities. Specific QUT Key Priorities targeted by the Peer Programs Strategy include:

*Realign the composition of the student population:*

- Reduce the commencing bachelor degree attrition rate from more than 16 per cent to 14 per cent by 2016, and
- Increase the share of domestic undergraduate students from low socioeconomic backgrounds to 16 per cent in 2016 (aligning with progress toward national targets set for 2020) and lift the Indigenous student representation to 1.5 per cent by 2016.

*Measurably strengthen QUT's teaching quality and learning outcomes by:*

- Maintain a position in the top quartile of Australian universities for graduate employment outcomes.

*Build further QUT's sense of community:*

- Continue to develop QUT's Caboolture campus as an exciting and seamless model of educational provision, connected to the social and economic needs of that community, developing significant educational aspiration and attainment in communities between Brisbane and the Sunshine Coast, and
- Promote a culture of community, scholarship, service and high achievement.

## **5.3 Consultation**

Development of the Peer Program Strategy has been a collaborative endeavour between the Learning and Teaching Unit, Equity Services and Student Support Services and has had three stages of development. Firstly, extensive consultation was undertaken with faculty and divisional groups involved in delivery of the current peer programs to determine their needs. Secondly, the development and release of a 'QUT Peer Programs Discussion Paper' which considered how QUT could enhance its provision of peer to peer activities which would be supportive of all students and in particular ensure that students from low socioeconomic backgrounds would have access to organised peer support. These two stages informed the development of this current document which also incorporates feedback and advice from the following groups: the First Year Experience and Retention Committee, University Learning and Teaching Committee,

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<sup>2</sup> Blueprint for the Future - <http://www.qut.edu.au/about/the-university/blueprint-for-the-future>

First Year Experience Network, and the Peer Mentoring Steering Committee. The Peer Mentoring Committee has endorsed the Strategy and the accompanying training framework.

## **6. Governance and Staffing**

The proposed governance structure for implementing the Peer Programs Strategy was discussed and endorsed by the Peer Programs Steering Committee at their 25 November, 2011 meeting (Appendix 2). The proposed structure has three components:

- 1) A Peer Programs Working Group (PPWG) that guides the implementation of the Strategy and makes policy recommendations to the First Year Experience and Retention Committee (FYERC) for approval. The PPWG will provide advice and recommendations on the strategic direction of QUTs peer programs to relevant committees via the FYERC. Members will be nominees of the First Year Experience and Retention Committee. Membership of this group will include representatives from the faculties as well as from Equity Services, Student Support Services, QUT Library, the Learning and Teaching Unit and other key areas as appropriate.
- 2) A Peer Programs Community of Practice (PPCoP). The purpose of this CoP is to partner and improve practices through sharing expertise, ideas and challenges with regard to designing, implementing and evaluating peer programs. Members have in common a similar belief in the value of peer-to-peer support activities and are interested in: promoting and/or providing peer engagement opportunities, sharing their expertise, progressing best practice program design, and collaborating in the shared leadership of a unified and matured approach to enactment of Peer Programs.
- 3) Two positions are required to implement the strategy. Firstly, a Peer Programs Strategy Coordinator position will be established with responsibility for operational implementation of the strategy in partnership with key stakeholders. The implementation of the strategy will also be supported by an Administrative Officer, who will provide logistics and operational support to the PPS Coordinator, and will assist with the management of peer leader recruitment, training, recording of service and certificates of recognition, as well as provide support to the PPWG and CoP.

## **7. Communication plan for Peer Programs**

A Communication plan will be developed once the Peer Program Strategy has been endorsed. Informing this Communication plan are the outcomes of trial initiatives. Evaluation (Appendix 4) and, a review of literature, identified the need for promotion and visibility of peer programs to encourage participation by staff, students and leaders. How students see themselves as learners is a strong predictor of their likelihood to attend class or to access support services (White, K., et.al., 2008); so 'normalising' the practice of engaging in peer-led initiatives so that they become and are seen to be a standard part of student learning experience and 'student success'. Promotion of peer programs should include clear communication about key peer-to-peer initiatives and how participants and peer leaders are able to access them. QUT-wide communication about peer programs should have a strong visual presence with a key message for students and staff about the shared institutional and individual responsibility for learning success and student retention. Communication devices would include a web presence e.g. on the Student Gateway, Blackboard and digital signage with promotional resources and communication products that promote peer initiatives across the university and that facilitate access to local and central programs.

## 8. Proposed evaluation of the Peer Program Strategy

Evaluation and review of peer-to-peer initiatives will be necessary to evaluate impact, refine initiatives and manage the allocation of resources. Key evaluation parameters will include the scale and reach of peer programs (the number of programs and their coverage and participation rates), and the impact on learning and the student experience. A range of qualitative and quantitative sources of data will be used including operational data (attendance lists, inventory of peer programs), existing data collected in Institutional surveys (e.g. FYEQ and AUSSE); and program specific data e.g. surveys, focus groups with program participants (students, peer leaders and staff) and student learning outcomes (attrition data and unit results) (Appendix 3).

It is understood that it can take at least a decade for the long term impact of institutional change to be evident (Swing, 2003). It will also be difficult to isolate the impact of peer programs as an individual strategy on improvements in students' sense of belonging and connection to the university. However, if the strategy is having a positive impact on the student experience and retention then it can be anticipated it will contribute to overall improvements in:

- 1) Undergraduate attrition in courses where peer programs are effectively operating;
- 2) Closing the gap between Low-SES and non-LSES attrition;
- 3) Unit persistence (completing semester) of at-risk students participating in peer programs;
- 4) Number of students participating in peer programs;
- 5) Sustainability of current programs; and,
- 6) Increase in the number of peer programs.

Support for the evaluation of peer programs will be provided by the peer programs coordinator. New peer learning communities will be evaluated to determine their effectiveness and efficiency in improving academic success and retention of the identified at-risk cohorts. All staff involved in delivering peer programs share the responsibility for a successful evaluation cycle. The evaluation cycle will begin with a needs analysis that examines the current learning challenges for an identified at-risk cohort, their requirements and current support services available. Ongoing cooperation, consultation, discussion and feedback with stakeholders, including staff and the peer leaders will be part of the evaluation to achieve continuous program improvement. Evaluation of peer programs includes:

- Assessment of program impact i.e. as evidenced by improvements in retention and academic performance data, and levels of student satisfaction for units and course reported in student survey data;
- Identification of programs that are successful and target areas and those in need of improvement.
- Evidence to guide program review and development;
- Confirmation to students, staff and the community that QUT is committed to providing supportive learning environments and acknowledges the role of experienced peers to student success; and,
- Evidence for reporting and publishing on the effectiveness learning-centred peer programs.

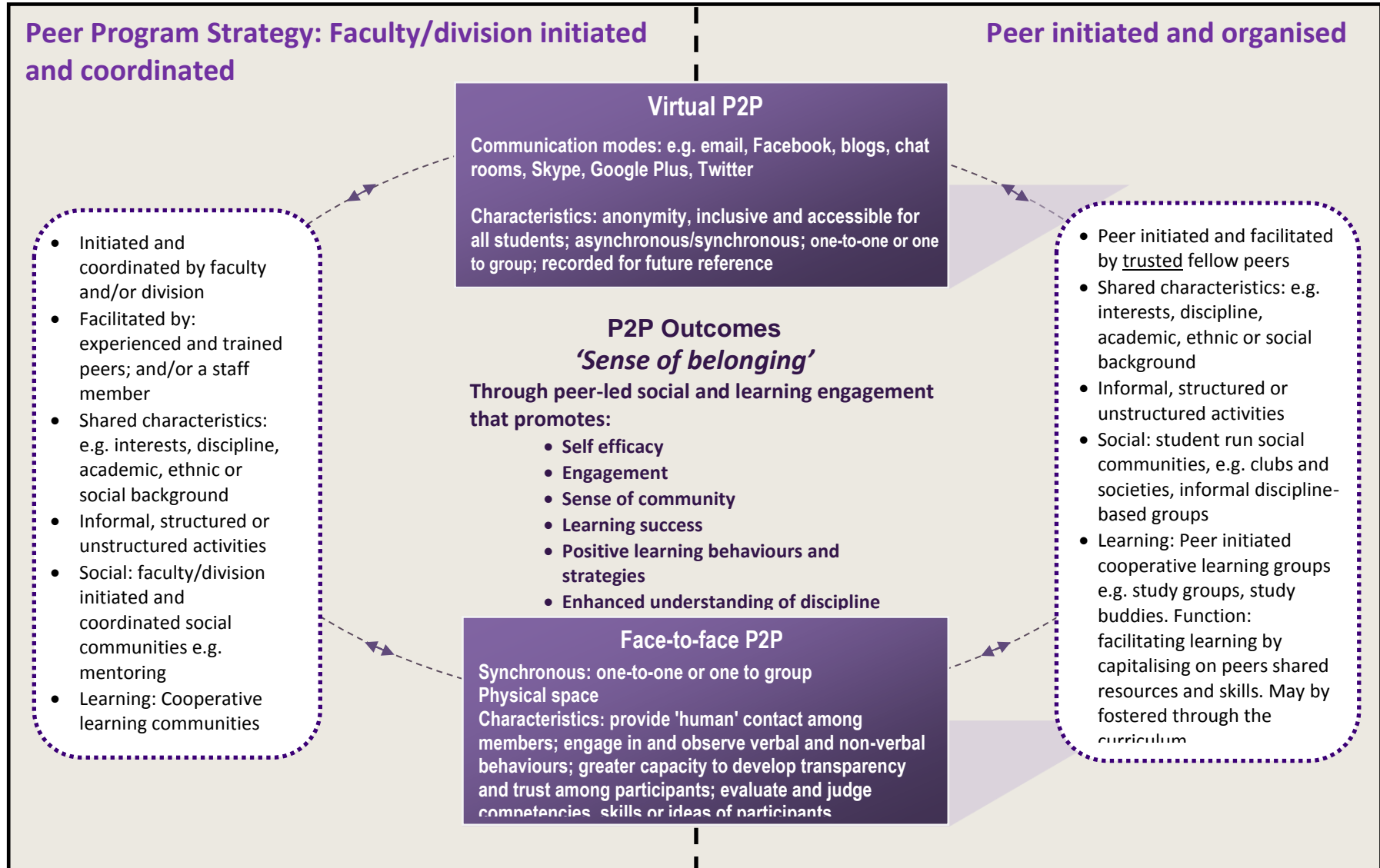
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## 10. Appendices

### Appendix 1: Peer Programs: range of institutional activities that connect peers-to-peers



\*P2P communities are **social or learning groups** formed either: 1) independently by groups of students, or 2) by the institution to fulfil an identified need or gap in support that can best be met via peer support. P2PCs exist where students seek the experience or knowledge of peers: e.g. a clique of students making a connection to define their identity or a network of learners who share similar experiences and/or learning concerns and desire to do better.

P2P activities perform a range of functions: e.g. social engagement, peer review of work, group problem solving and decision making, mapping knowledge and identifying gaps, requests for information, seeking experience or knowledge.

P2P activities vary in timeframe and may last from a few minutes to an extended period of time lasting the duration of a student's time at university.

## Appendix 2: Implementation plan

A: Governance structure		
Governance	Role/responsibility	Strategies/actions
<b>First Year Experience and Retention Committee</b>	<ul style="list-style-type: none"> <li>Refer to FYERC TOR</li> </ul>	<ul style="list-style-type: none"> <li>FYERC regular meetings: Reports on peer program strategies and initiatives to Faculty and Divisional committees</li> </ul>
<p><b>Peer Programs Strategy Working Party:</b> reports through the First Year Experience and Retention Committee to UL&amp;T and provides strategic direction for the PP Strategy Implementation.</p> <p>Membership (TBC): Will be drawn from the FYERC, with nominations to reflect the academic and professional involvement in the implementation of the strategy.</p>	<ul style="list-style-type: none"> <li>Provides guidance for implementation of the Peer Programs Strategy</li> <li>Identifies key priority and provide strategic oversight of peer programs</li> </ul>	<ul style="list-style-type: none"> <li>4 meetings per year; Working Group reports through the FYER Committee to UL&amp;T</li> </ul>
<p><b>Peer Programs Community of Practice:</b> shared interest group from divisions/faculties/schools:</p> <p>Membership: Peer Programs Coordinator (facilitator); Peer Program coordinators (academic and professional) and selected peer leaders (students).</p>	<ul style="list-style-type: none"> <li>Shares information, experiences and drives best practice</li> <li>Whole of university approach to peer programs</li> <li>Champions peer programs across university; including mentoring, advising and programs associated with 'learning'</li> <li>Promotes and disseminates information related to peer programs to representative groups</li> <li>Shares program operational strategies e.g. implementation and current pedagogical practices</li> </ul>	<ul style="list-style-type: none"> <li>Meets twice per year</li> <li>Smaller CoP sub-groups established with participants who share common challenges e.g. evaluation strategies, online learning communities, training</li> <li>Peer leaders contribute the student voice to the CoP sharing their information and experiences.</li> </ul>
<b>Peer Program Coordination:</b>	<b>Role/responsibility</b>	<b>Activities</b>
<b>Peer Programs Coordinator</b>	<ul style="list-style-type: none"> <li>Provides strategic high quality information, analysis and advice to stakeholders</li> <li>Undertake gap analysis of current peer programs to identify areas where a peer program needs to be established to meet the needs of the cohort</li> <li>Provides support for existing and new peer program initiatives e.g. resources, assistance with strategies to improve participation, evaluation instruments</li> <li>Develops best practice guidelines for peer programs: mentoring and learning centred programs</li> <li>Builds and facilitates partnerships within and across the university to deliver and grow peer programs</li> <li>Evaluates, monitors and reports on implementation of Peer Programs Strategy</li> <li>Drives design and trial new program initiatives designed to support at-risk groups; evaluate programs to determine effectiveness to meet the needs of cohorts and improve retention</li> <li>Designs and implements learning centred programs to meet the needs of at-risk cohorts,</li> <li>Monitors and drives quality assurance of programs and peer leader training</li> <li>Facilitates Peer Programs Community of Practice</li> </ul>	<ul style="list-style-type: none"> <li>Work with faculty and divisional staff to develop and trial a range of peer programs to meet the needs of at-risk groups</li> <li>Evaluate trial programs to determine effectiveness in meeting the learning needs of identified cohort</li> <li>Provide support for existing program: develop, trial and evaluate data capture instruments</li> <li>Resource development: e.g. program implementation guidelines; leader roles and responsibilities; recruitment tools;</li> <li>Coordinate modularized peer leader training program</li> <li>Reports to PPS Working Group on Peer Program initiatives and outcomes</li> <li>Maintain a matrix of whole-of institution and faculty specific peer programs to identify gaps in support</li> <li>Peer Programs Community of Practice: organise special events for e.g. guest speakers and show cases; provides updates of current program activities</li> </ul>
<b>Student Success &amp; Retention Support Officer</b>	<ul style="list-style-type: none"> <li>Provides support for existing and new peer program initiatives: coordinate logistical elements of peer programs e.g. training resources and timetabling</li> <li>Provides administrative and secretarial support for the Peer Programs Working Party and Community of Practice: organizes meetings, minutes of meetings, program reports</li> <li>Provides operational support for the Peer Programs Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with program implementers to organise recruitment and training of peer leaders</li> <li>Coordinates reward and recognition of peer leaders e.g. certificates; central database of peer leaders</li> <li>Maintains reports on new peer program initiatives e.g. attendance records and program activities</li> <li>Maintains and updates Peer Programs wiki</li> <li>Develops peer programs promotional resources</li> </ul>

B. Implementation strategies and initiatives		2011 (completed)	2012	2013
<b>Peer leaders</b>				
<b>Sustainable approach to recruitment and training</b>	Streamlined and coordinated approach to peer leader training. Objectives: 1) minimise duplication of training; 2) provide quality assurance around training; 3) increase the profile of peer programs and leader opportunities  Key strategies: <b>1)</b> Streamlining of peer leader training: modularised training units, resources, and program outlines.  <b>2)</b> Centralised operation support and resourcing for delivery of peer leader training	<b>1) Peer leader training.</b> Peer Program training providers (PPTP) working party formed: Counselling Services, Student Support Services (Connector program), Library Services (Academic skills), faculty representation (Law) and the Learning and Teaching Unit. PPTP working party: - Completed an overview of core peer-to-peer training across the university; - Mapped core training programs to identify discrete and common elements - Developed an overview of a suite of baseline training modules for core peer leader roles in addition to a list of possible advanced training modules; - Agreed on a uniform format for module delivery (statement of aims, intended learning outcomes, elements of training), and basic teaching resources for each module (e.g. teaching notes and powerpoints). - Established online collaborative space (Dropbox) enabling training providers to share updated modules and resources. <b>2) Centralised operation support:</b> A. Recruited Student Success and Retention Support Officer (SSRSO) to provide operational support for Peer Programs B. SSRSO provided operational assistance for Start Smart Orientation event, and faculty peer programs including buddy and learning centred programs (SI/PASS/PLC).	<b>1) Peer leader training</b> Peer Program training providers working party to: A. Trial delivery of training modules and resources B. Review usability of modules and resources C. Develop a suite of advanced peer leadership modules  <b>2) Centralise operational support for training:</b> A. Student Success and Retention Officer (SSRSO) to collaborate with program leaders to organise peer leader training: e.g. peer leader folders, room bookings, timetabling, promotion of programs, and recruitment of participants. B. SSRSO to establish a repository of web based training resources C. SSRSO to document operational support duties along a timeline to identify support and resource requirements.	<b>1)</b> Implement modularised training. A. Trial and evaluate delivery of advanced leadership modules. B. Develop additional advanced leadership training modules  <b>2)</b> Fully streamlined and centralised organisation of training: timetabled and coordinated delivery of modularised training. A. SSRSO to coordinate peer leader training: - Coordinate with all training providers and program leaders to organise training for: buddy, mentor, and learning facilitation programs. - Organise training: room bookings, timetabling, promotion of programs, and recruitment of participants - Organise peer leader folders, room bookings, timetabling.
	<b>3) Peer leader recruitment.</b>  Streamlined and coordinated approach to peer leader recruitment.  Centralised recruitment: key peer leader roles advertised through Connector program.	<b>3)</b> Streamlining of recruitment process PPTP working party agreed on a communication and recruitment strategy where leaders are contacted via the QUT Connect program. Trialled recruitment of 2012 peer leaders in key roles (SSP and Smart Start) via Connect program. Identified key peer leader roles across	<b>3) Centralised recruitment.</b> Trial recruitment of peer leaders through Connector program: 1) Semester 1, recruited Start Smart peer; 2) Semester 2, extend trial of centralised recruitment of peer leaders in key roles (e.g. SSP, Smart Start, PLCs, buddies and Library Advisers) through SSS's Connector program,	Peer program organisers to recruit, and promote, all core peer leader positions via the Connector program.  Trail use of the SSS Connector portal to enable students to apply for a range of peer leader



	<p>SSS to manage selection and interview process.</p> <p><b>Objectives:</b>  <u>Institutional:</u> 1) achieve greater efficiency in the recruitment and selection process of peer leaders; 2) provide additional operational support for program coordinators by removing the burden and concern for leader recruitment; 3) provide faculties with access to a group of pre-trained and experienced peer leaders who have gone through a selection and interview process; 4) increase capacity to promptly implement gap-fill programs as there is a pool of experienced and trained peer leaders ready to lead programs.</p> <p><u>Leader benefits:</u> 1) provides additional leadership opportunities for Connectors and promote benefits of volunteering to be a Connector; 2) increases awareness of the range of QUT peer leader roles and positions across the university; 3) promotes retention of peer leaders by providing additional leadership opportunities</p>	<p>institution: Connectors/buddies, mentors, peer advisors and peer learning facilitators</p> <p>Centralised recruitment and promotion of core peer leader roles through Connector program: promotion and recruitment of 2012 Student Success Advisers.</p>	<p><b>Roles and responsibilities of peer leaders</b>  Peer Programs Community of Practice to establish a coherent list of peer leader roles and responsibilities for the core peer leader positions:  Connectors/buddies, mentors, peer advisors and peer learning facilitators</p> <p><b>program coordinators recruitment resources:</b> develop manual of guidelines for program i</p>	positions
<b>Professional development</b>	<p><b>Objectives:</b>  1) Contribute to building a culture of student volunteering and leadership across the university,  2) Enable students to develop graduate leadership capabilities:</p> <p><b>Key strategies:</b>  1) provide opportunities for current peer leaders to access further peer leadership</p>	<p>Identified a need for students to have a voice and provide feedback about peer-to-peer initiatives: decision that peer leaders should be invited to participate in Peer Programs Community of Practice. Explored additional opportunities to grow leadership opportunities through peer programs across the university</p>	<p>Peer program leader opportunities including:  -Two day training workshop;  -Peer leaders invited to join and contribute to the Peer Programs Community of Practice group further developing themselves personally and professionally;  -Peer leaders provided with mentoring and additional training e.g. PLC learning facilitators and mentors given ongoing training.  -Explore options for growing peer</p>	<p>Faculty and divisional staff to further develop the range of leadership services and activities provided for peer leaders</p>



	<p>opportunities ; 2) provide additional leadership and professional development and training opportunities 3) Centralised promotion and recruitment of key peer leader position</p> <p>Ensure transparency and promotion of the range of leadership opportunities ensuring all students are aware</p> <p>1) Build student leadership skills and opportunities 2) Provide ongoing student leadership training programs enabling students to develop themselves personally and professionally Centralised recruitment for</p>		initiated and led peer programs and activities	
	Recognition and reward	Identified the need for institutional recognition of peer leaders who undertake training and fulfil requirements of a peer role. Leader to receive an official QUT Peer Leader certificate e.g. signed by the Deputy Vice-Chancellor Learning & Teaching	<p>A. Implement an institutional system of reward and recognition; B. Implement a range of awards for exceptional leadership e.g. a PLC leader who has contributed the most valuable resource or who has been an exemplary mentor for other leaders; C. Exemplary leaders to be nominated for university e.g. <i>Alumni Student Leadership Excellence Award</i></p>	<p>Further develop the range of reward and recognition activities provided by the university for peer leaders.</p> <p>Identify national and international peer leadership and establish a system for nominating students</p>
	Strengthen student leadership skills and opportunities: provide access to leadership opportunities	Leadership opportunities: identified need to grow student led peer-to-peer activities. Established a student community group at Caboolture	Explore other opportunities for students to initiate and lead peer activities and programs	Encourage faculty support for student community groups e.g. student committee groups, student voice on QUT committees as appropriate
<b>Reach of peer programs</b>				
<p><b>Expand coverage, range and student access of programs;</b></p> <p><b>Expand existing programs to</b></p>	<p><b>1)</b> Grow Connector Orientation program</p> <p><b>2)</b> Gap analysis: map programs available to support known high-risk cohorts. Data sourced from faculties, divisions and centrally from the LTU.</p>	<p><b>1)</b> Number of trained Connectors: 2010, Semester 1: 127 Connectors 2011, Semester 1: 170 Connectors</p> <p><b>2)</b> Gap analysis completed: identified priority cohorts for 2012 Target equity/at-risks groups identified for program expansion in 2012</p> <p><b>3)</b> Implement new programs:</p>	<p><b>1)</b> Number of trained Connectors 2012, Semester 1: 270 Connectors</p> <p><b>2)</b> Undertake gap analysis to identify priority cohorts for 2013 <b>3)</b> Trial initiatives in response to 2011 gap analysis: -MAPs program to support Law/Justice Probation students from 2011. Peer mentors establish a</p>	<p><b>1)</b> Increase number of trained Connectors and further expand embedded Connector Faculty programs</p> <p><b>2)</b> Implement peer support initiatives for cohorts identified in 2012 gap analysis. <b>2)</b> Work with faculties to initiate campaigns and strategies that</p>

<b>support equity groups and at-risk cohorts</b>	<p><b>3)</b> Implementation of new learning-centred programs that meet the needs of equity cohorts and/or at-risk groups identified in gap analysis. Design learning centred programs that are equity friendly and that ensure all students are able to access some level of peer support: e.g. available in dual modes (face-to-face and online); providing synchronous and asynchronous communication modes; scope for anonymous participation</p>	<p>A: Evaluated trial programs for impact and suitability for cohort needs  B: Designed 2012 peer program support initiatives. Consultation and collaboration with faculty and divisional learning support providers to support equity/at-risk groups.  <u>Proposed programs:</u>  A. Probation students and At-Risk students: proposed mentor program for  B. Business students at CB: Student Learning Advisors.  C. Support for probation students. Trial 'Mentoring for Academic Progression' program for Law/Justice Probation students.  Pilot individualised and contextualised 'Peer Learning Communities' for at-risk and equity groups</p>	<p>support structure and develop strategies that enable mentees to achieve academically.  - QUT MAC and Business SLA programs to be provided on the Caboolture campus.  - Blended model of Peer Learning Communities: virtual and physical environments (Principles of blended learning; <a href="#">MOPP C6/3</a>)  - Trial Virtual Peer Communities (VPC) to ensure convenient, asynchronous and anonymous communication and access for all students to peers e.g. Caboolture Nursing Facebook site, and Caboolture Education 'Chatterbox' Facebook site  -Start Smart for 2nd change learners; pre-O Week  <b>3)</b> Facilitate and promote peer initiated and organised strategies that foster cooperative learning e.g. study groups, online collaborative learning communities</p>	<p>develop students' awareness of and participation cooperative peer learning activities e.g SEF postcards for academic staff</p>
	<p>Grow Connector and faculty buddy programs to ensure all First-year students have access to a 'buddy' for the first six weeks of the semester.</p>	<p>Literature search identified access to a mentor for the first 6 weeks enhances students sense of belonging. Gap analysis identified not all students have access to a faculty buddy. Growing the connector program across all faculties was identified as a strategy to grow peer mentor programs.</p>	<p>Peer leaders facilitating Start Smart pre-orientation session with mentees allocated to existing 'buddy' programs within faculty or discipline. Build understanding and support across faculties about the importance of buddy programs. Promote buddy programs to build on faculty Connector program.</p>	<p>All students to have access to a buddy for the first 6 weeks of semester: grow Connector program across all faculties as a basis for buddy program</p>
	<p>Development of tailored peer programs.</p>	<p>Peer Program coordinator in collaboration with Faculty and counselling Services Design peer mentor program to facilitate acquisition of knowledge, skills and attitudes for at-risk students target probation students</p>	<p>Mentoring programs to: e.g. trial MAPs program to support Probation students in Law and Justice, as an extension to the SSP support for UAP process.</p>	<p>Collaborate with faculties to implement MAPs program to support both Probation and At-risk students.</p>
<b>Improve program participation rates</b>				
<b>Promotion strategies</b>	<p>Increase profile of peer programs at QUT to both students and staff  Promotional campaigns: 1) focus on using 'the student voice' to promote initiatives and encourage students to access services; 2) Showcase quality peer programs</p>	<p>Normalise the practice of accessing a range of support service through a promotional campaign where the student voice is utilised.</p>	<p>Trial communication strategy a campus-wide understanding that accessing support services is what all students do to succeed. Strategies include: students sharing experiences; Trial student digital stories: vlogger (interviews and records stories) and vlog editor (edits and uploads stories) positions; stories uploaded onto digital signage and Caboolture Community</p>	<p>Expand digital signage strategy to promote peer programs in faculties e.g. GP Z Block, CB J Block and library entrance</p>

			Blackboard site.  Other promotional resources: e.g. Website and wiki promotional resources; trial SEF postcards for academics	
<b>Create digital resources</b>			Design, develop and implement a new website with resources for peer leaders, program implementers and trainers.	
<b>Quality assurance</b>				
<b>Programs</b>	1) Secure data capture; profile of attendees 2) Evaluation of training, ongoing training and support of peer leaders in roles where there is an ongoing relationship with mentee (Appendix 3). 3) Peer leaders: defined roles and responsibilities of key leadership roles across institution: Connectors, buddies, mentors, learning facilitators and peer advisors. 4) Program coordinators: defined roles and responsibilities of program coordinators and staff detailing staff responsibilities to the peer leaders.	1) Developed and trialled peer leader wiki where students uploaded weekly session plans, attendance records and reflections. Developed key Survey instrument to capture detailed information about PLC/PASs sessions. 2) Evaluated training: peer leader focus group and survey	1) Trial instrument with Law and Justice peer leaders. Review, redesign and trial online instrument to collect peer leader session data (Appendix 4). 2) Evaluate training: peer leader focus group and survey  3), 4) Develop program Coordinator manual: define and communicate roles and responsibilities of program coordinators to peer leaders and participants. Peer Programs Community of Practice to establish a coherent list of peer leader roles and responsibilities for the core peer leader positions: Connectors/buddies, mentors, peer advisers and peer learning facilitators; in addition to a list of guidelines for program implementers and their duty of care to peer leaders.	1) Trial data capture instrument in new contexts.  3), 4) Details of peer leader and program leader roles and responsibilities on peer Programs webpage.

## Appendix 3: Peer Program Evaluation Plan

Peer Program Evaluation Plan								
Outcome/ indicator	Initiatives/ Program	What needs to be known	Data: Participants/ stakeholders	Quantitative data	Quantitative evaluation strategies.	Qualitative data	Qualitative Evaluation strategies	Actions/ timeframe
<b>Reach (number and sustainability of programs)</b>	<b>Existing QUT Peer Programs</b>	Number of programs: Sustainability and growth of programs; Range of peer programs targeting equity/at-risk cohorts	Various stakeholders including divisional/faculty staff: e.g. ADTLs, program coordinators, FYERC, Student Support Services, Counselling, Equity	Sustainability of programs	Matrix/audit of current peer programs to identify gaps in support and range of programs	Faculty perceptions: Feedback ADTLs		Gap analysis: mapping programs available to support known high-risk cohorts. Yearly: Oct-Nov
		Program uptake: participation rates	Program participants (students) LSES	Program participation rates	Program attendance records	Reason for non- participation of non-attendees	Focus groups: at-risk cohorts e.g. Nursing Advanced Standing students: why students did or did not attend	Yearly: Oct-Nov
	<b>New/pilot peer programs</b>	Program uptake: participation rates	Potential participants: including LSES	Program participation	Program attendance records; Analyse attendance records	Non- program participants	Focus group (phase 1: newly established programs)	End of phase 1 program implementation
			Peer Leaders (e.g. learning facilitators, mentors)	Program attendance records e.g. PLC weekly session attendance records		Participation rates	Focus groups (newly established programs): perceptions of why/why not students did or did not attend	Weekly
			Faculty: unit coordinators, lecturers	Growth of learning centred peer programs	Number of new programs in faculties	Faculty perceptions: Feedback e.g. non-participation	Regular debrief meetings	End of phase 1 program implementation
<b>Impact</b>	<b>Existing Peer Programs</b>	Program outcomes	Program participants (students)	Learning outcomes; Unit persistence of at-risk students	Unit performance data (higher average student grades )	Participant perceptions of program outcomes	focus group and questionnaire	End of program /semester

				Academic success	Unit persistence e.g. sts completing unit			
			Faculty/divisional stakeholders: e.g. ADTLs, program coordinators, FYER, Counselling, Equity Services	Unit attrition data Unit results		Faculty perceptions: Feedback ADTLs	Regular meetings: Perceptions	End of program/semeste r
			Academics: unit coordinators, lecturers			Perceptions of program outcomes	Regular debrief meetings	End of program/semeste r
			Whole of institution Peer leaders (e.g. connectors, mentors)	Overall student satisfaction Undergraduate attrition	Retention figures of commencing sts into 2nd year Institutional surveys e.g. FYE and AUSSE	Perceptions of overall university experience	Institutional surveys e.g. FYE and AUSSE	End of program/semeste r
	<b>New/pilot peer programs</b>	Program outcomes	Program participants (students)	Learning outcomes Unit persistence of at-risk students Academic success	Unit performance data (higher average student grades ); Unit persistence e.g. sts completing unit	Participant reflections	Focus group questionnaire	End of phase 1 program implementation
			Peer Leaders			Peer leader reflections: focus group, questionnaire	PLC weekly session records Survey	Post training End of semester
			Faculty: unit coordinators, lecturers			Perceptions of program outcomes	Regular meetings	End of semester debrief

## Appendix 4: Evaluation of 2010-2011 gap-fill trial initiatives:

Program and function	Cohort and program details	Instruments/Data source	Outcomes	Findings and interpretation of data	Actions for 2012
<b>Mentor program:</b> transitional support for Nursing students who have entered into the second year of the program who are at-risk of disengaging	Caboolture Nursing Advanced Standing mentor	1)Participation 2)Focus group: mentor and mentees 3)Debrief with academics	Mentor supported 26 advanced standing Nursing students: blend of face-to-face and email support; 11 students attended at least one of the three social gatherings.	Advanced Standing Nursing mentees 1) valued mentor support, 2) believed program assisted students to transition into the academic environment, 3) many unable to attend social occasions due to other family/work commitments.  Gap in support while on placement: Need for support on placement. Not all students required	1) Continue mentor program. Social occasion to include family enabling more students to attend and build support networks.  2) Facebook Nursing Community supported by peer mentor: enables students to participate asynchronously when conveniently; share placement experiences and concerns.
<b>QUT MAC (Maths Access Centre) Support:</b> Meet gaps in maths threshold knowledge	Caboolture: Nursing and Education students	1)Participation 2)Focus group: mentor and mentees 3)Debrief with academics	Low attendance; hence did not achieve goal of assisting students with gaps in Maths knowledge.	Low participation rates due to: timetabling clashes, lack of awareness of or did not understand the nature of the support, not confident to attend sessions	Expand CB MAC support to two days per week. Cohorts supported: NS40, BS05 and ED91  Promotional strategies: lecture, digital signage,
<b>Peer Learning Communities:</b> peer-based learning support to assist students with threshold discipline knowledge challenges and academic skills	Semester 1,2011:  <u>Caboolture</u> KK33: KKB101 PLC  BS05: BSB110 PLC  NS40: LSB182/LSB282/LSB384  ED91: MDB001/MDB002/CLB005 PLCs	1)Participation 2)Focus group: peer leaders 3)Debrief with academics	<u>Attendance/participation, Sem1 2011</u> , Percentage of students who attended one or more PLCs in supported units:  KK33: KKB101 PLC: 0% or 0/58 BS05: BSB110 PLC: 4% or 3/72 ED91: CLB005 PLC: 14% or 4/55 MDB002 PLC: 35% or 19/55 NS40: LSB182 PLC 40% or 26/61 LSB384 PLC: 22% or 14/60  DE40 DEL: DLB130 PLC: 6% or 6/102  ED83/93 (external): MDB440 (virtual): 2 peer leaders supported 49 students with weekly Elluminate PLCs. All participants passed unit with 70% of students attaining above a credit.	Students only attend PLCs where there is an understanding that attendance will assist their academic success in a unit. Units where attendance is promoted by academic and peer leader had higher attendance than units where program was not.  Reasons for non-attendance of PLCs: timetabling clashes, lack of awareness or understanding of the function of a PLC, lack of confidence in academic ability to participate in PLC, does not like group learning, perception that attendance would not contribute to success in unit, PLC not-relevant.	<u>Semester 1, 2012 peer support initiatives</u> Caboolture trial Drop-in peer led programs: 1) BS05 learning support: Business SLA program available at Caboolture 2) NS40 Nursing drop-in session to support challenging science units  NS40: Blended approach with 1) virtual/face-to-face learning communities for units with challenging discipline content (e.g.

	<u>Garden's Point</u> DE40 DEL: DLB130 PLC  ED83/93 (external): MDB440 (virtual) PLC			KK33 and BS05 require other forms of peer support.  ED83/93: virtual PLC effectively facilitated establishment of learning communities and build a group sense of connection. Cohort did not have threshold discipline content problems.  Blended approach to delivering PLCs: face-to-face and virtual ( <a href="#">MOPP C6/3</a> )	LSB182, LSB282) (CB and KG; 2) facbook community to support CB students while on placement;  ED91: MDB001/ MDB002/													
Semester 2, 2011 Four units supported with a Peer Learning Community (PLC).  MDB002 - CB LSB282 - KG, CB. LSB182 - KG, CB.  EAB013	Unit performance data	<u>Attendance/participation.</u> Percentage of students who attended one or more PLCs in supported units: MDB002 – 35%. LSB282 - 16%. LSB182 – 20%.  EAB013 100% or 33/33 of students participated in one or more virtual PLC.  <u>Unit performance:</u> a higher average student grade for the cohort of students who attended a PLC. In LSB282 and MDB002, 73% of students who attended a PLC attained a 6 and above; with 41 % of LSB182 PLC attendees achieving over a 6.  EAB013 73% attained over a credit.	Unit performance data indicates that students who attend a PLC achieve higher average grades. This suggests that the type of student who attends a PLC is the more academically competent and comfortable with group learning approached. Importantly, the data suggests that less academically confident students, or students who are not comfortable with group learning strategies, are less like to attend a face-to-face session. Data also indicates that academically at-risk students do not attend PLCs. These findings are supported in the literature (Macari & Drane, 2011; White, K., et.al., 2008).	PLCs use group based cooperative learning strategies	<b>Key strategies</b> 1) <u>Promotion.</u> Normalise practice of attending PLC: Promotion and visibility of programs: promotional strategies that change how students see themselves as learners e.g. digital stories of participants; 2) <u>Inclusive practices:</u> a) blended approach to PLC with face-to-face and virtual learning communities enabling synchronous and asynchronous communication; and option of anonymity or capacity to participate as an observer ( <a href="#">MOPP C6/3</a> , ) b) Peer leader training in facilitating cultural inclusivity in cooperative learning groups. c) Drop- in sessions providing one-on-one interaction 3) <u>Data capture:</u> Profiling of <u>students</u> who participate in virtual and face-to-face communities to understand learning and engagement preferences of at-risk cohorts.													
Semester 2, 2011 LSB182: Blended approach, face-to-face PLC plus online collaborative learning community (Facebook)	Unit persistence e.g. sts completing unit Attendance/participation data:	Blended approach: <u>Participation rates:</u> Online learning community: 441 friends as of 18/03/12; 462 as of 18/04/2012  Semester 2 PLC attendance: 19% of students attended one or more PLC sessions.  Performance data 2010 to 2011: <table><tr><td><b>LSB182 Sem 2 results</b></td><td>2010</td><td>2011</td></tr><tr><td>Students who received a 1:</td><td>3.85%</td><td>5.06%</td></tr><tr><td>Students who received a 2:</td><td>5.77%</td><td>2.25%</td></tr><tr><td>Students who received a 3:</td><td>28.21 %</td><td>8.99%</td></tr><tr><td>Students who received a 4:</td><td>24.36</td><td>24.72</td></tr></table>	<b>LSB182 Sem 2 results</b>		2010	2011	Students who received a 1:	3.85%	5.06%	Students who received a 2:	5.77%	2.25%	Students who received a 3:	28.21 %	8.99%	Students who received a 4:	24.36	24.72
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Students who received a 3:	28.21 %	8.99%																
Students who received a 4:	24.36	24.72																





				%	%	
			Students who received a 5:	11.54%	22.47%	
			Students who received a 6:	17.95%	17.98%	
			Students who received a 7:	7.69%	13.48%	
			Students who withdrew/fail:	0.64%	5.06%	
Campus/ community engagement: foster a sense of belonging	KK33					KK33: focus foster a sense of campus connection; vlogger initiative where CI students interview and edit campus stories;

(\* Attended one or more Peer Learning community sessions)



## Appendix 5: Overview of Peer Leader training

Peer Programs Strategy: Overview of P2P Training (revised)

Peer Programs Strategy: Overview of P2P Training (revised)													Peer to Peer Support Role
Peer to Peer Support Programs	Module 1 – QUT Connector Training			Module 2 – Peer Mentor Training			Module 3 – Peer Advisor Training			Module 4 – Peer Learning Facilitator Training			
	1-A: The QUT Context (role/ responsibility of the QUT Connectors)	1-B: Group facilitation, presentation skills and brainstorming (group work)	1-C: Introduction to Intercultural Competencies (lecture)	2-A: Peer Mentoring at QUT (role/ responsibilities)	2-B: Skills for Mentors (interactive / group work session)	2-C: Organisation input (faculty of central unit "flavour")	3-A Peer Advising at QUT (role/ responsibilities)	3-B: Introduction to Learning at QUT (interactive skills session)	3-C: Organisation input (faculty of central unit "flavour")	4-A Peer Learning Facilitation at QUT (role/ responsibilities)	4-B: Leading Learning Communities (interactive skills session)	4-C: Organisation input (faculty of central unit "flavour")	
Mentoring Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										 QUT Connector
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							 Peer Mentors
Advising Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				 Peer Advisors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	 Peer Learning Facilitator

